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EDUCATIONAL POLICIES COMMITTEE AGENDA

4 September 2014

A meeting of the Educational Policies Committee will be held on 4 September 2014 at 3:00 pm in Old Main 136 (Champ Hall Conference Room)

I. Approval of the minutes of the 3 April 2014 meeting (see below)

II. Subcommittee Reports

a. Curriculum Subcommittee (Ed Reeve)

Course Approvals

b. Academic Standards Subcommittee (Scott Bates)

Meeting held April 17th, 2014 from 2 - 3:30 p.m. in OM164j (RGS Conference Room)

Present: Scott Bates (Chair, Emma Eccles Jones College of Education and Human Services), Thomas Fronk (College of Engineering), Stephanie Hamblin (Advising), Dawn Kirby (College of Humanities and Social Sciences), Clifford Skousen (Huntsman School of Business), Roland Squire (Registrar's Office).

Absent: Doug Fiefia (USU/SA).

Guests: Melanie Bowen (Registrar's office), BrandE Faupell (Human Resources), Richard Mueller (College of Science) Brandy Reeves (Registrar's Office), Marci Smith (Registrar's Office).

AGENDA APRIL 17TH, 2014

OLD BUSINESS

Revision to the Academic Record Adjustment and Request for Refund Policy (Guest: BrandE Faupell, HR; documents attached). The attached revision to the Academic Record Adjust and Request for Refund Policy was discussed.

The inclusion of a definition of "immediate family," which was based on the human resources bereavement policy, was clarified. Specifically, the word "partner" was to be included; this brings the policy in-line with various HR and other campus-wide policies. In addition, the phrase "persons living in the same household" was to be excluded as it could be confusing and less-relevant to students (although it is currently included in HR policies on bereavement).

In addition, language that specified documentation was to come from a “medical doctor, physician’s assistant, or nurse practitioner” was revised to include “licensed caregiver” in order to allow any licensed caregiver to provide necessary evidence for the policy’s intent (to provide a record adjustment and/or refund). It was specifically discussed that mental health issues could be a reasonable use of the policy.

VOTE 2014-04-17-1. Motion to approve the new policy and relevant forms as revised (attached). Moved: Roland Squire. Seconded: Dawn Kirby. Outcome: passed

NEW BUSINESS

The Excused Absence Policy was discussed (Guest: Richard Mueller). Specifically:

- The location of the policy in student code was seen as problematic—the current policy is a part of the code related to student groups, but the policy has been expanded to include other students (outside of student groups) therefore, the current location is no longer a logical one.
- Issues related to instructor implementation of this policy were discussed. Example: if students in a class are allowed to “drop one of four exams,” an excused absence should not limit a student’s access to this class policy. That is, an excused absence should not simply be identified as “the dropped exam.”
- The issues around the scope of the policy were discussed. Specifically, lab courses that require significant set-up time were discussed in the context of this policy, as was the idea that there should be a limit to the number of excused absences.
- The role of the Academic Standard Subcommittee of the EPC was discussed. Specifically whether or not Academic Standard Subcommittee of the EPC had a role in this policy.

Action: Bates will meet with chair of EPC to discuss processes and, if it is determined that EPC would welcome a revision proposal from Academic Standard Subcommittee of the EPC, Bates will draft suggested changes to the existing student code and general catalogue; submit it to discussion and vote of the Academic Standard Subcommittee of the EPC in the first meeting of the fall, 2014.

B. Dual Course Listing Policy was to be discussed. This issue was tabled until fall 2014.

FUTURE BUSINESS

There was a discussion of other topics that could potentially be relevant to the

Academic Standards Subcommittee of the EPC. Including:

- Issues around the IELI credits policy
- The "significant feedback on the exam" and grades as related to the withdrawal policy.
- The inclusion of proficiency in ASL being credited, as would proficiency in other languages.

These three issues were retained for fall, 2014. A request for new issues/concerns will be circulated for the next meeting in the fall.

NEXT MEETING

The next meeting of the Academic Standards Subcommittee of the EPC will be fall, 2014.

c. General Education Subcommittee (Norm Jones)

April 15, 2014, 8:30 A.M.
Champ Hall Conference Room

Present: Dean Adams, Engineering; Eddy Berry, Social Sciences; Dan Coster, Quantitative Intensive; Stephanie Hamblin, University Advising; Norm Jones, Chair; Dawn Kirby, CHaSS; Harrison Kleiner, Connections; Mary Leavitt, Advising; Kacy Lundstrom, Library; Melanie Nelson, USU Eastern; Brian McCuskey, Humanities; Dan McInerney, American Institutions; Rhonda Miller, Communications; Karen Mock, Natural Resources; Nick Morrison, Honors; Bob Mueller, Regional Campuses; Dick Mueller, Science; Lezlie Park, Writing Program; Lee Rickords, Agriculture; Lauren Skousen, Secretary; Larry Smith, Provost's Office

Absent: Kathy Chudoba, Business; Cindy Dewey, Creative Arts; Ryan Dupont, Life & Physical Sciences; Doug Fiefia, ASUSU President; Laura Gelfand, Art; Shelley Lindauer, FCHD; John Mortensen, Student Services;

Call to Order – Norm Jones

Approval of Minutes – March 18, 2014

Motion to approve made by Dan Coster; seconded by Karen Mock

Course Approvals

PHIL 3580 (DHA) **Approved**Brian McCuskey

Motion to approve made by Brian McCuskey; seconded by Dick Mueller

RELS 3050 (DHA/CI) DHA Approved - **CI Pending**.....Brian McCuskey/Rhonda Miller
CI has been pending since November 19th meeting; will now be removed

SW 4100 (CI) **Pending**.....Rhonda Miller

Course/Designation Removals

N/A

Syllabi Approvals

HONR 1300 (BAI) Cathy Bullock **Approved**Dan McInerney

Motion to approve made by Dan McInerney; seconded by Rhonda Miller

USU 1320 (BHU) Kim Maughan **Pending**.....Brian McCuskey

HONR 1360 (BPS) Todd Moon **Approved**Ryan Dupont

Having a prerequisite of Calculus was approved by the committee; approved via electronic vote on May 7, 2014.

Business

Norm Jones was elected General Education chair for the 2014-2015 AY. The selection of a “chair-elect” for 2015-16 will take place at the committees’ September meeting. If designation chair/committee memberships need to be changed, discuss those changes with Norm Jones. Thus far, the only change is with the American Institutions committee chair as Dan McInerney will be on sabbatical during the 2014-2015 AY; a new chair is needed for that committee.

During the summer, there will be an overhaul of the General Education website. The forms will become electronic using DocuSign and the committee will play a valuable part providing input on the best way to utilize this resource. There will also be the implementation of submission deadlines, an overview of the approval process workflow and timeline, as well as instruction sheets on how to navigate the submission of varying documents.

III. Other Business

EDUCATIONAL POLICIES COMMITTEE MINUTES

3 April 2014

A meeting of the Educational Policies Committee was held on 3 April 2014 at 3 p.m. in Old Main 136 (Champ Hall Conference Room)

Present: Larry Smith, Chair
Ed Reeve, Curriculum Subcommittee Chair
Scott Bates, Academic Standards Subcommittee Chair
Norm Jones, General Education Subcommittee Chair
Ed Reeve, College of Agriculture and Applied Sciences
Kevin Olson, Caine College of the Arts
Kelly Fadel, Huntsman School of Business
Scott Bates, Emma Eccles Jones College of Education and Human Services
Eddy Berry, College of Humanities and Social Sciences
Karen Mock, Quinney College of Natural Resources
Richard Mueller, College of Science
Kacy Lundstrom, Libraries
Scott DeBerard, Graduate Council
Melanie Nelson, USU-Eastern
Marci Smith, Registrar's Office (representing Roland Squire)
Cathy Gerber, Registrar's Office

Absent: Thom Fronk, Engineering
Travis Peterson, Regional Campuses and Distance Education
Doug Fiefia, USUSA President
Brittney Garbrick, Graduate Studies Senator

Visitors: Dawn Kirby, SR Associate Dean, College of Humanities and Social Sciences
Bruce Miller, Department Head, ASTE
Nicholas Morrison, Sr Associate Dean, Caine College of the Arts
J. Michael Bankhead, Department Head, Music
Vijay Kannan, Department of Management
Sean Michael, Department Head, Landscape Architecture and Environmental Planning
Jessica Hansen, Registrar's Office
Adrea Wheaton, Provost Office

I. Approval of the minutes of the 6 March 2014 meeting

The minutes of the 6 March 2014 meeting were approved.

II. Subcommittee Reports

A. Curriculum Subcommittee (Ed Reeve)

Ed Reeve reviewed the Curriculum Subcommittee business.

All courses were approved along with the addition of BIOL 5150.

The request from the School of Applied Sciences, Technology and Education in conjunction with Regional Campuses and Distance Education to offer a Bachelor of Science degree in Business Education was approved. (see below)

The request from the Jon M Huntsman School of Business to change the names of three specializations under the Master of Business Administration was approved. (see below)

The request from the Landscape Architecture and Environmental Planning Department to offer a Landscape Architecture Minor was approved. (see below)

The request from the Department of Music to offer a Bachelor of Arts in Music degree was approved pending minor revisions. (see below)

Larry Smith reported that we will be using DocuSign for the Electronic Course Approval Form. It is scheduled to be implemented in the Fall of 2014.

Approvals on courses, if necessary, will be done electronically during the summer.

Ed Reeve was elected as the 2014-15 Curriculum Subcommittee Chair.

EPC and Curriculum Subcommittee Schedule for 2014-2015

Agenda Items Due

August 21, 2014
September 18, 2014
October 23, 2014
November 20, 2014
December 11, 2014
January 22, 2015
February 19, 2015
March 19, 2015

EPC and Curriculum Subcommittee Meetings

September 4, 2014
October 2, 2014
November 6, 2014
December 4, 2014
January 8, 2015
February 5, 2015
March 5, 2015
April 2, 2015

Norm Jones moved to approve the business of the Curriculum Subcommittee. Richard Mueller seconded; motion approved.

B. Academic Standards Subcommittee (Scott Bates)

Minutes February 13, 2014

A meeting of the academic Subcommittee of the Educational Policies committee was held on February 13, 2014 at 2:00pm in Old Main 164j (RGS Conference Room).

Present

Scott Bates (chair, Emma Eccles Jones College of Education and Human Services), Thomas Fronk (College of Engineering), Stephanie Hamblin (Student Services, Advising), Dawn Kirby (College of Humanities and Social Sciences), Doug Fiefia (USUSA), Cliff Skousen (Huntsman School of Business), Jeannie Maughan (for Roland Squire (Student Services, Registrar's Office).

Absent

None

Visitors

Margaret Garr (IELI), John Mortensen (Student Services)

NEW BUSINESS

Suggested revision on the IELI credits policy

- There was a discussion of IELI credit requirement. Which is included here:
 - Credit for Intensive English Study. Classes in IELI carry academic credit. Full-time students at each level take 18 credits per semester. A student who begins IELI at level 1 and progresses to level 4 may earn a total of 72 undergraduate elective credits. While all the credits will appear on a student's transcript, a maximum of 18 can be counted toward graduation. Application of the 18 credits will be determined by the student's college and major department. Students must, therefore, meet with their departmental advisors to determine the role of IELI credits in their graduation requirements.
- The discussion centered on the application of the 18-credit requirement. Specifically, how to clarify the language or change the policy. It was suggested that IELI students' VISA status has enrollment requirements and if IELI is a pre-requisite for other courses, that more than 18 would be accumulated.
- The revision to intensive English language institute policy for the university, credits, processes, and procedures was tabled for potential future conversation at a future meeting of the Academic Standards subcommittee.

60% Policy – Last day to Withdrawal with W, and last day for Pass/Fail

- There was a discussion of how the deadline for "last day to withdrawal with W, P/F" was calculated. USU has recently used instruction days; for federal guidelines, calendar days are used. Proposal was to use to the federal guidelines for calculating last day to withdrawal with W, P/F. This will generally only shift the day a few days in one direction and will align for the purposes of federal financial aid--students will benefit from the alignment.
- Cliff Skousen moved to accept that the calculation of 60% of the term be based on calendar days for the purposes of withdrawal with a W and pass/fail. Thomas Fronk seconded. Motion passed.

Complete Withdrawal Policy

- There was a discussion of the policy related to complete withdrawal. The revised policy is attached to the minutes. It more specifically articulates what has been in practice. It defines early semester, mid-semester, and late-semester withdrawal and outlines procedures.
- Cliff Skousen moved to accept the new policy as written, Stephanie Hamblin seconded. There was a friendly amendment to correct punctuation. Outcome: motion passes.

Other Business

- There was a discussion of "significant feedback on the exam" and grades as related to the withdrawal policy. This item will be added to a future meeting of the Academic Standards Subcommittee.

Next Meetings

- March 20th, 2014, at 2pm in OM164j (RGS Conference Room)
- April 17th, 2014, at 2pm in OM164j (RGS Conference Room)

STUDENTS MAY BE DROPPED FOR NONATTENDANCE

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (*This does not remove responsibility from the student to drop courses which he or she does not plan to attend.*) This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar's Office through their preferred e-mail account.

DROPPING COURSES

Students may drop a course without notation on the permanent record through the first 20 percent of the class. (Check the Registration Calendar for exact dates.) *A student may not drop all of his or her classes without applying for a Semester Withdrawal.*

WITHDRAWING FROM COURSES

If a student drops a course following the first 20 percent of the class, **it is considered a withdrawal** and a W grade will permanently be affixed to the student's record. Under normal circumstances, a student may not withdraw from a course after 60 percent of the ~~class is completed~~ term as defined by federal financial aid guidelines (Check the Registration Calendar for exact dates.) **A student may not withdraw from all of his or her classes without applying for a Semester Withdrawal.**

LATE COURSE WITHDRAWAL

In extenuating circumstances in which a **semester** withdrawal or an incomplete grade is not deemed the best action to take, a student may petition for a Late Withdrawal up through the last day of classes. The term "extenuating circumstances" includes: (1) incapacitating illness that prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter course schedule to secure employment, (4) change in work schedule as required by employer, (5) judicial obligations, or (6) other emergencies as deemed appropriate by the instructor. Students requesting a late withdraw must submit a Petition for Late Withdrawal to the Registrar's Office. The student must attach a typed appeal stating an explanation and justification for the desired withdrawal(s). Supporting documentation confirming the extenuating circumstances must accompany the petition. The cost of the petition is \$20, which is a nonrefundable processing fee and does not guarantee approval.

Students with extenuating circumstances should refer to the **Semester Withdrawal** policy and the *Incomplete (I) Grade* policy.

SEMESTER WITHDRAWAL

For most undergraduate students, a **semester** withdrawal is initiated at a website for change of enrollment: <http://www.usu.edu/loa>. Undergraduate international students must file a **semester** withdrawal offline, in person by going to International Education in the Office of Global Engagement, Military Science 115. Matriculated graduate students who wish to withdraw completely must present their case to the School of Graduate Studies Office, Main 164. The date of the official withdrawal is the date the withdrawal form letter is received.

Early Semester Withdrawal. Students who withdraw from a semester before 20 percent of the semester is completed (check the Registration Calendar for exact dates) do not need to reapply for admission when they return, as long as they re-enroll within a year. Students' transcripts will not show any indication of participation during the semester and they may be eligible for a tuition refund.

Mid-Semester Withdrawal. Students who withdraw from a semester between 20 percent and 60 percent of the semester is completed (check the Registration Calendar for exact dates), do not need to reapply for admission when they return, as long as they re-enroll within a year. A W grade will permanently be affixed to the student's record for each of the course withdrawals. These students do not qualify for a tuition refund.

Late Semester Withdrawal. Students who withdraw from a semester after 60 percent of the semester is completed (check the Registration Calendar for exact dates) will have *W* grades permanently affixed to their record for each of the course withdrawals. These students also do not qualify for a tuition refund. These students will be processed as follows:

- **Students on academic probation or students who have previously been suspended,** will be suspended from the University. Not counting the semester for which students are withdrawing, students who have been suspended once may apply for readmission after an additional one-semester layout at USU Eastern or a two-semester layout at USU. Students who have been suspended two times may apply for readmission to the University following a layout of one full calendar year.
- **All other students** who have a late semester withdrawal do not need to reapply for admission when they return, as long as they reenroll within a year.
- During their academic career, students may have a late semester withdrawal a maximum of two times.

Once final examinations have begun for the semester, students may no longer apply for a *semester* withdrawal. Students will receive the grades earned in the courses and those grades will be included on the transcript.

No report from the March 20, 2014 meeting. There was Insufficient attendance.

Richard Mueller moved to approve the business of the Academic Standards Subcommittee. Kelly Fadel seconded; motion approved.

C. General Education Subcommittee (Norm Jones)

GENERAL EDUCATION SUBCOMMITTEE MINUTES

March 18, 2014, 8:30 A.M.
Champ Hall Conference Room

Present: Charlie Huenemann, CHaSS; Bob Mueller, Regional Campuses; Kacy Lundstrom, Library; Dick Mueller, Science; Dan Coster, Quantitative Intensive; Harrison Kleiner, Connections; Melanie Nelson, USU Eastern; Lauren Skousen, Secretary; Scott Findley for Kathy Chudoba, Business; Brian McCuskey, Humanities; Norm Jones, Chair; Eddy Berry, Social Sciences; Nick Morrison, Honors; Shelley Lindauer, FCHD; Lee Rickords, Agriculture; Mary Leavitt, Advising;

Absent: Doug Fiefia, ASUSU President; Dean Adams, Engineering; Karen Mock, Natural Resources; Dan McInerney, American Institutions; John Mortensen, Student Services; Stephanie Hamblin, University Advising; Cindy Dewey, Creative Arts; Laura Gelfand, Art; Larry Smith, Provost's Office; Lezlie Park, Writing Program; Rhonda Miller, Communications; Ryan Dupont, Life & Physical Sciences

Call to Order – Norm Jones

Approval of Minutes – February 18, 2014

Motion to approve made by Eddy Berry; seconded by Dan Coster

Course Approvals

HIST 3751 (DHA/CI) DHA Approved - **CI Approved** Brian McCuskey/Rhonda Miller
Motion to approve made by Dick Mueller; seconded by Lee Rickords

RELS 3050 (DHA/CI) DHA Approved - **CI Pending** Brian McCuskey/Rhonda Miller

STAT 1045 (QL) QL Approved Dan Coster
Motion to approve made by Dan Coster; seconded by Dick Mueller

SW 4100 (CI) **Pending**.....Rhonda Miller

Course/Designation Removals

N/A

Syllabi Approvals

HONR 1300 (BAI) Cathy Bullock **Pending** Dan McInerney

USU 1320 (BHU) Kim Maughan **Pending** Brian McCuskey

USU 1340 (BSS) Jennifer Truschka **Approved** Eddy Berry
Motion to approve made by Eddy Berry; seconded by Brian McCuskey

USU 1360 (BPS) Todd Moon **Pending**.....Ryan Dupont

Business

The subcommittees for CI and QI proposed clarifications in the criteria for CI and QI. The CI criteria adopted the use of more assertive verbs, allowed for accommodations based on possibility of student learning disabilities, and clarified the appropriate balance of oral and written communication based on discipline and course content. QI criteria adopted broader language including and/or statements to introduce flexibility, substitution of “quantitative” for “mathematical” in the criteria, and requiring the acknowledgment of the limitations of quantitative tools. It was agreed by all that changed language should be adopted for the General Education website.

Criteria for Communication Intensive Courses

Philosophy

The purpose of Communication Intensive courses is to help students achieve proficiency in both written and oral communication in a manner that is appropriate to their major discipline. Although CI courses must meet specific criteria, there are many possibilities for how those criteria may be achieved. CI courses may use a range of artistic and technological forms of communication.

All CI courses must help students engage productively, responsibly, and thoughtfully in written and oral communication. CI courses are also intended to be discipline-specific, letting students simultaneously attain communication fluency goals while they learn communication forms most appropriate to their discipline

Communication Literacy (CL) goals are met by taking English 1010 and English 2010 (CL courses) and two Communication Intensive (CI) courses. Communication Intensive courses are designed to follow, and build upon, English 1010 and English 2010. Therefore all Communication Intensive courses should have English 2010 as a prerequisite.

Communication Intensive Course Criteria

All Communication Intensive courses must:

1. Be an upper division course.
2. Require both written and oral communication.
3. Require a significant quantity of written and oral communication as demonstrated by the outcomes, assignments, and assessment in the course.
4. Have an individual writing component.
5. Incorporate communication/learning components that reinforce effective two-way communication skills appropriate for discipline-specific audiences.
6. Allow for continued improvement through opportunities for revision, and/or multiple assignments.

Communication Intensive courses are encouraged to:

1. Utilize collaborative forms of communication.
2. Be explicit with students about how the discipline communicates and invite them into its ways of communication.
3. Utilize a wide variety of communication forms and media.
4. Incorporate communication activities that are appropriate for a wide variety of disciplinary audiences.

Communication Intensive Implementation Ideas

To clarify Communication Intensive requirements listed above, and to encourage thinking “outside the box,” we list some key terms below and suggest a variety of ways to implement them.

Continual Improvement:

1. Students may write multiple drafts of a single paper, with the opportunity to implement feedback and suggestions in the final paper.
2. The instructor may assign several papers of the same type. Constructive feedback is provided on the early assignments so students can apply this information to succeeding assignments.
3. The student may be offered the opportunity to revise a paper after it has been graded.

Feedback:

1. Feedback is response to student writing in the form of constructive criticism and suggestions for improvement.
2. Feedback can come from peers, the instructor, or Graduate Assistants, Writing Fellows, Undergraduate Teaching Fellows, external audiences, or others.
3. Feedback may be oral or written.

Oral Communication:

Students may communicate orally in a wide variety of formats. Some examples include the following:

1. Make a formal presentation to a class or subgroup of a class, an outside audience, or the instructor.
2. Make a formal presentation using video format or other presentation software.
3. Perform in a dramatic presentation or other oral reading.
4. Participate in structured in-class debates with assigned roles.
5. Lead structured discussions synthesizing class materials and audience responses.

Collaboration:

1. Collaboration includes an occasion in which students talk to, or work with each other, a client outside the classroom, or an instructor to produce something.
2. Collaboration can include occasions in which students provide feedback on each other's work.

Criteria for Quantitative Literacy and Quantitative Intensive Courses

Quantitative Literacy

1. Students may satisfy the Quantitative Literacy requirement by completing Mathematics 1030, Quantitative Literacy (3 credits), Statistics 1040, Introduction to Statistics (3 credits), Statistics 1045 Introduction to Statistics with Elements of Algebra (5 credits) or Mathematics 1050 (3 or 4

credits), College Algebra. All of the courses in the mathematics General Education curriculum require high school Mathematics 1, 2, and preferably 3 as prerequisites. Students also may satisfy the requirement by completing at least one institutionally approved mathematics course which fits with their intended major (a course at the level of college algebra or which requires college algebra as a prerequisite). USHE institutions may determine if an ACT, SAT or placement examination score is sufficiently high enough to waive the Quantitative Literacy requirements. (Regents' Policy 470.3.20).

Quantitative Intensive

Courses used to satisfy University Studies Quantitative Intensive [QI] requirements should build on material from MATH 1030 (Quantitative Reasoning), STAT 1040 (Introduction to Statistics), STAT 1045 (Introduction to Statistics with Elements of Statistics) MATH 1050 (College Algebra) or other approved courses. QI courses must have a substantial quantitative component, which, in some form, furthers the quantitative literacy goals of University Studies, improving their fluency in the use of quantitative methods

They should expect students to demonstrate ability to use:

1. Mathematical models such as formulas, graphs, tables and schematics, and draw inferences from them.
2. Quantitative information symbolically, visually numerically and/or verbally.
3. Arithmetical, and/or algebraic and/or geometric, and/or statistical methods to solve problems.
4. Estimates to check answers to quantitative problems in order to determine reasonableness, identify alternatives, and select optimal results.

And

5. QI courses should address the limits of mathematical and statistical methods.

Information

The chairs of the disciplinary subcommittees met and proposed clarification of the criteria for Depth courses in the University Studies requirements. The new language clearly links the depth courses to the outcomes of the breadth courses.

Norm Jones reported he met with advisors from across campus to discuss the possible adoption of a common template for advising students through general education and into their majors. The hope is this that this common template will benefit all students in all majors by outlining 1)

requirements to enter their major, 2) prerequisite courses required for success in their major 3) major requirements, and 4) the relationship between General Education and their major. A conclusion on the discussion has yet to be made.

Next Meeting

Tuesday, April 15, 2014
Champ Hall Conference Room
8:30 a.m.

Kelly Fadel moved to approve the business of the General Education Subcommittee. Eddy Berry seconded; motion approved.

III. Other Business

There was a continued discussion on the excused absences policy. The General catalog has been updated to complement the student code IV 5 B.

The Academic Standards Subcommittee will review this policy.

Larry Smith has an upcoming meeting with Brian Evans, Associate Director of Athletics, to discuss the importance of the implementation of this policy.

Meeting adjourned 3:30 p.m.
Larry Smith conducted the meeting.
Cathy Gerber recorded the minutes.